

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 Jan 23 PM 12:52 Document Control Center </div>
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant information

Organization name EDINBURG CISD		Vendor ID # 746000715	Mailing address line 1 411 N 8 th Ave.	
Mailing address line 2 411 N 8 th Ave		City Edinburg	State TX	ZIP Code 78541
County- District # Campus number and name 108904 108904 Edinburg CISD		ESC Region # 1	US Congressional District # TX-15	DUNS # 078485455

Primary Contact

First name Marta	M.I. S	Last name Barrera	Title Grant Development Specialist
Telephone # 956-289-2300 Ex. 2122	Email address Mar.barrera@ecisd.us		FAX # 956-380-8903

Secondary Contact

First name Eduardo	M.I. J	Last name Moreno	Title Asst. Supt. for Inst. Technology
Telephone # 956-289-2300 Ex. 3060	Email address Edu.moreno@ecisd.us		FAX # 956-380-8903

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Dr. René	M.I. Gutiérrez	Last name Gutiérrez	Title Superintendent
Telephone # 956-289-2300 Ex. 2001	Email address Rene.gutierrez@ecisd.us		FAX # 956-383-3576
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

01/22/2014

Schedule #1—General Information (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column Indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview - Edinburg CISD is creating a holistic, aligned system of support for teachers for improved educator effectiveness through its Educator Excellence Innovation Program (EEIP). The system of supports imbedded within the program to improved educator effectiveness include the following six critical areas:

- Smart hiring practices and recruitment;
- Mentorship and induction;
- Evaluations and observations that allow for timely and constructive feedback;
- Contextual and targeted professional development aligned to observation and evaluation results;
- Career pathways that allow great teachers to have an influence on the pedagogical growth of other teachers; and
- Strategic compensation for recruiting and retaining highly effective teachers.

The purpose of Edinburg CISD EEIP is to improve student performance by fostering open, supportive and collaborative campus cultures that allow teachers to seek and attain growth within their field. Implementation of the EEIP will also result in improved educator quality, effectiveness, and retention for educators district-wide. The following pages describe in detail how the district's comprehensive, aligned effort facilitates the instructional growth of all educators. More specifically, we describe how "site-based leadership circles" comprised of lead mentors and Instructional Technology Lead Teachers (ITLT) will work in collaboration to transition teachers into a district-wide digital learning environment. The leadership circle is a collaborative group from 4-5 schools from feeder-pattern campuses who seek to enhance and advance technology integration in the classroom. Supported by the Instructional Technology Lead Teacher, educators will work collaboratively to attain 21st century competencies and skills for improved student learning and student academic performance. Teachers who demonstrate improved academic success will increase their opportunity to hold leadership positions.

District Needs - Edinburg CISD seeks financial support through this grant funded program to assure the successful and effective implementation of its Educator Excellence Innovation Program. The district is challenged with the plan's **district-wide implementation** because of its size, both geographically and its population. Edinburg CISD is a large district that encompasses 945 square miles with 43 schools and over 50% of those schools located in rural areas. Its land mass covers 2/3 of Hidalgo County, and borders 15 Rio Grande Valley school districts. Without grant funds the district is unable to provide the necessary resources and support to all teachers within an acceptable timeline; thus, compromising student academic success. Each of the six components is directly aligned to district Goal #5: "Develop and Retain Highly Qualified Staff." The program's outcomes are aligned to district Goal #1: "Excel in Academics and Ensure Equal Access," and Goal #3: "Innovate through Technology."

Budget - Edinburg CISD offers various career pathways for teachers to take on leadership roles, but financial capacity is limited. The career pathways currently available to about 100 teachers include: Curriculum Writers, Teachers Training Teachers in Technology, Pedagogy, Professional Performance, and Standards, Mentors, Lead Mentors, and Mentor Coaches. The district needs to build leadership capacity in order to ensure educator effectiveness in a 21st century learning environment. Effective implementation is assured through smart hiring practices and recruitment and competitive, strategic compensation of highly qualified teacher leaders prepared to provide induction, mentorship, coaching, professional development, and conduct evaluations. Encompassing the district's innovative practices is ongoing and sustained teacher support and peer collaboration. Budget funds are being used to hire a cluster of highly effective teachers who are ready to enhance their leadership skills. In the position titled: Instructional Technology Lead Teacher, teachers will co-teach at an assigned school for ½ day and work with a cluster of teachers "in need of support" for the remaining ½ day. The Instructional Technology Lead Teacher support focuses on the related activities for educator effectiveness that are imbedded into each of the six program components of Edinburg CISD's EEIP. The salary for Instructional Technology Lead Teachers is based on a teacher salary, plus 20 days. Less than 10% of grant funds are allocated for operating costs to be administered at the district level to ensure successful completion of the grants activities and adherence to the proposed timelines.

Demographics - Over 2,193 teachers and over 34,104 students are benefitting from the implementation of Edinburg CISD's EEIP district-wide plan. District students attend Title 1 funded schools. **Over 85% of the district's students are**

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

economically disadvantaged and 30% are limited English proficient. Grant funds are critical to the success of Edinburg CISD students because, the district experiences annual increases in student population which in turn, necessitates new teacher hires. On average, Edinburg CISD hires over 100 teachers each year that is largely due to increased enrollment and retirement. Compared to the state, Edinburg CISD teachers have more years experience and more years in the same district, resulting in a smaller turnover rate. According to the Texas Academic Performance report, the district has about 500 teachers with 20 plus years experience and 588 teachers with five (5) or less years experience, or 50% of its teacher workforce in need of mentorship and collaborative support for teaching effectively in 21st century learning environment.

Needs Assessment - The needs assessment process is initiated at the district level by key administrative leaders who analyze district data reports for each function of the five main divisions. District leaders follow the SWOT (strengths, weaknesses opportunities, and threats) method to organize the data for efficacy and deciding on the priority focus areas. District leaders focus their decision making by evaluating the information presented under weaknesses and opportunities because when combined, the two components promise to be the most effective within a one-year period. Collaboratively, they decide on the three highest priority items from each of the five divisions. The end result culminates into the District Improvement Plan. The process is repeated at the campus level. When completed, the Campus Improvement Plans and District Improvement Plans are reviewed and approved by the campus and district site-based decision making committee, comprised mostly of teachers.

Management Plan - Edinburg CISD will achieve the EEIP objectives within the grant period and within budget by setting milestones to track progress on program tasks. Highly qualified Instructional Technology Lead Teachers (ITLT) will undergo a comprehensive professional learning program to prepare them for the requirements of the position and implementation of the grants activities. In August of each year, the ITLT will provide professional development at the district's annual "Innovate@ECISD" 4-day conference designed to address the individual needs of different groups of teachers. They will follow up with campus level trainings at the start of each school year and with the principal's assistance, will identify teachers that need individualized mentoring and coaching support. District level staff will develop the ITLT who in turn will provide professional development to teachers in the various career pathways. The ITLT will maintain documentation of the weekly's activities and file a report with the principal every three weeks. They will submit monthly, quarterly, and annual reports to campus and district level staff. The grant development specialist and district-level technology integration specialist will ensure the program receives consistent, high quality management by maintaining open communication and sustaining its professional growth activities with program staff and participants.

Evaluation - Edinburg CISD will monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance using qualitative and quantitative data to measure teacher effectiveness. ITLTs document performance on a district-developed form for campus walkthroughs and will measure educator effectiveness using a T.E.A.C.H. rubric. To ensure authenticity and integrity, the teacher mentee completes the same form and will work collaboratively with the ITLT to improve effectiveness. ITLTs will conduct at least three data analysis meetings each year at the campus and have a follow up meeting with campus administrators and district level staff. The grant development specialist provides oversight management to ensure ongoing monitoring of the program and a review and analysis of the ITLT's periodic reports. District-level instructional specialist makes regular campus visits to ensure continuous improvement of program operations. Quantitative data may include, but is not limited to educator performance on state assessments, benchmarks, pre and post-tests, course grades, attendance, and discipline. Progress monitoring using the established milestones will determine if success was achieved.

Statutory and TEA requirements -The district assures TEA that it completely and accurately answers all statutory and TEA requirements on the foregoing application pages and is completely committed to the goals of this grant program after grant funds ends; including **sustainability** of its induction and mentoring programs, the career pathways, strategic compensation, ongoing evaluations, and site-based leadership circles. Edinburg CISD will continue to systematically transform educator quality and effectiveness through improved and innovative school and district-level practices that enhance student learning and academic performance.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 108904				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Total Budgeted Costs	Year 2 (9/1/14 – 8/31/16)		Total Budgeted Costs	
			Direct Program Costs	Direct Admin Costs		Direct Program Costs	Direct Admin Costs		
Schedule #7	Payroll Costs (6100)	6100	\$970,721	\$	\$970,721	\$1,000,000	\$	\$1,000,000	
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$	\$	\$	
Schedule #9	Supplies and Materials (6300)	6300	\$3,000	\$11,854	\$14,854	\$	\$	\$	
Schedule #10	Other Operating Costs (6400)	6400	\$11,925	\$2,500	\$14,425	\$	\$	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	
Total direct costs:			\$985,646	\$14,354	\$1,000,000	\$1,000,000	\$	\$1,000,000	
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$985,646	\$14,354	\$1,000,000	\$1,000,000	\$	\$1,000,000	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1		Year 2				
			\$1,000,000		\$1,000,000				
Percentage limit on administrative costs established for the program (10%):			x .10		x .10				
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$100,000		\$100,000				

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 108904			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher		15		\$866,715	\$892,725
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Other Employee Positions						
15	Title				\$	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$866,715	\$892,725
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay			\$	\$
20	6119	Professional staff extra-duty pay			\$	\$
21	6121	Support staff extra-duty pay			\$	\$
22	6140	Employee benefits (12%)			\$104,006	\$107,275
23	61XX	Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs				\$104,006	\$107,275
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$970,721	\$1,000,000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service:				
1	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108904

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 108904

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108904

Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$14,854	\$0
Grand total:						\$	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 108904		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$14,425	\$0
Grand total:		\$14,425	\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 108904

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	60	.2%	Attendance rate	95.6%
Hispanic	32,916	98. %	Annual dropout rate (Gr 9-12)	1.8%
White	381	1.1%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	75%
Asian	193	.6%	TAKS commended 2011 performance, all tests (sum of all grades tested)	27% *
Economically disadvantaged	28,690	85.4%	Students taking the ACT and/or SAT	75.4% *
Limited English proficient (LEP)	10,048	29.9%	Average SAT score (number value, not a percentage)	1408
Disciplinary placements	723	2.0%	Average ACT score (number value, not a percentage)	17.7

Comments

- (1) TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator) is from 2010 AEIS;
 (2) TAKS commended 2011 performance, all tests (sum of all grades tested) is an average from 2010 AEIS
 For Reading (29%) and Math (25%).

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	4	.2%	No degree	19.	.9%
Hispanic	2014.5	91.8%	Bachelor's degree	1777.3	81.0%
White	161.	7.3%	Master's degree	394.2	18.0%
Asian	8.	.4%	Doctorate	3.	.8%
1-5 years exp.	482.2	22%	Avg. salary, 1-5 years exp.	44,047	N/A
6-10 years exp.	542.2	24.7%	Avg. salary, 6-10 years exp.	46,430	N/A
11-20 years exp.	659.4	30.1%	Avg. salary, 11-20 years exp.	53,181	N/A
Over 20 years exp.	404.4	18.4%	Avg. salary, over 20 years exp.	59,796	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1542	2502	2543	2564	2586	2575	2609	2582	2513	2435	3026	2073	2047	1952	33549
Open-enrollment charter school															
Public Institution															
Private nonprofit															
Private for-profit															
TOTAL:	1542	2502	2543	2564	2586	2575	2609	2582	2513	2435	3026	2073	2047	1952	33549

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	59	167	170	171	172	172	174	172	168	162	202	138	136	130	2,193
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	59	167	170	171	172	172	174	172	168	162	202	138	136	130	2,193

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The year 2013 was a transformative period at Edinburg C.I.S.D. The district's transformation began when the district superintendent expressed the need to recreate the district's vision, mission, and goals to better match its educational philosophy for 21st century teaching and learning. With the district's educational philosophy in mind, the superintendent and his administrative team worked diligently and collaboratively with community stakeholders to develop a district vision, mission, and goals that focused on 21st century knowledge and skills to empower and prepare students for life-long success. The district operates by the belief that being transparent and involving the community and parents in the decision-making is important because without them immediate success cannot be achieved. District leaders believe that those affected by their decisions should provide feedback and participate in the change process because their inclusion facilitates the decision making process and program implementation. Therefore, it was important to the district that members of the Edinburg C.I.S.D. community and its stakeholders participate in the transformation process and assist the district with its plan to revise its vision, mission, and goals and align them with a new and updated educational philosophy which is: **"Students must have highly qualified teachers in technology enriched classrooms where students feel safe in their learning and are given ample opportunities to develop their higher order thinking skills through technology, creativity, and innovation."** The administrative team nominated a committee that comprised of members representing every stakeholder group in the Edinburg C.I.S.D. community (e.g. students, parents, teachers, business owners, board members, principals, civic and elected leaders, and district administrative staff). The committee's purpose was to create and develop the district's Vision 2020: A Plan of Excellence; the contents of which are directly aligned to program requirements of the EEIP.

The needs assessment process is initiated at the district level by key administrative leaders who analyze district data reports for each function of the five main divisions. District leaders follow the SWOT (strengths, weaknesses opportunities, and threats) method to organize the data for efficacy and deciding on the priority focus areas. District leaders focus their decision making by evaluating the information presented under weaknesses and opportunities, keeping in mind the outcome goals established for the upcoming school year. Their approach improves the likelihood of achieving success because when combined, the two SWOT components, (weakness and opportunities) promise to be the most effective in attaining the district's short term goals. Collaboratively, the administrative teams from each of the five main district divisions decide on the three highest priority items. The end result culminates into the District Improvement Plan. The process is repeated at the campus level. When completed, the Campus Improvement Plans and District Improvement Plans are reviewed and approved by the campus and district site-based decision making committee, comprised mostly of teachers. The decision making committees have the power to request revisions to the district and campus improvement plans.

Annual and interim reviews of data to assess district needs are critical at Edinburg CISD because the district maintains a steady increase in population growth resulting in new teacher hires and ever changing operational needs. We are currently in the process of requesting waivers for 44 classrooms (12 schools) because the teacher to student ratio exceeds the allowable limits (22:1). We are fortunate to have annual increases in student enrollment, however, because we also have a low turnover rate, the increased enrollments creates new challenges that affect the district's ability to address all teacher needs. The EEIP grant directly aligns to the district's goals for academic excellence because it allows Edinburg CISD to provide mentorship, professional development, and ongoing teacher support to new teachers. Further, contextual and targeted professional development aligns to the district's vision, mission, and instructional technology goals for teaching in a 21st century learning environment. The resources provided through this grant benefits all Edinburg CISD teachers because new teachers need induction and mentoring as well as professional development on pedagogy, standards, curriculum and technology integration. The more experienced teachers (Over 20 years) generally need ongoing support as they transition into a more technologically advanced classroom. The mid-group of teachers (6-20 years experience) are either in existing leadership roles, are ready to take on a leadership role, or are interested in a leadership role, but need a mentor or coach to take them to that next level of effectiveness. The ITLTs will serve a critical role in balancing the needs of the various groups of teachers, improving academic performance and ensuring fidelity of implementation of technology-related initiatives imbedded in the district's EEIP.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Instructional Technology Lead Teacher	ITLTs are integral to academic success because teacher expectations for teaching in a 21 st learning environment are extremely demanding and performance targets high. ITLTs will direct and manage site-based leadership circles and provide ongoing, sustained support for teaching in a 21 st century learning environment and a college going culture.
2.	Teaching and Learning in a 21 st Century Digital Environment	Educator effectiveness is achieved when highly qualified staff provides opportunities, resources, and support that are relevant to meeting expectations. Digital convergence in the educational system requires all teachers to have knowledge of a technologically enriched environment as well as the skills for teaching with rigor and relevance. The ITLT will be the human conduit who will assure teachers use technology resources and make progress towards meeting academic performance targets.
3.	Teacher support in the form of Induction, Mentoring, Coaching and Collaboration to improve educator quality, effectiveness, and retention	The ITLT will be qualified to provide induction, mentoring, or coaching for individualized teacher preparation and performance. The ITLTs will be at the forefront of program implementation to bring about open, supportive and collaborative campus cultures that allow teachers to seek and attain growth within their field. The ITLT will collaborate with other teacher leaders to coordinate programs and services that collectively, will strengthen and improve educator performance and effectiveness.
4.	Career pathways with an increased focus on technology integration that includes strategic compensation to retain and recruit the most highly qualified teachers.	Edinburg CISD currently offers career pathways for a limited number of teachers, but it lacks leadership capacity in its technology division. As the district increases its inventory supply of technology devices, its need for cohorts of instructional technology teacher leaders increases as well. ITLTs, through their daily interactions with teachers will promote the availability of the career pathways and through the professional learning plans will prepare them for the leadership roles.
5.	A collaborative evaluation system that allows the ITLT and teacher mentee to create a professional growth plan that meets performance expectations of both.	In addition to the state PDAS system of evaluation, the district's EEIP includes an observation component to monitor and report on a teacher's progress. The T.E.A.C.H. rubric system will have the teacher and ITLT working collaboratively to develop the teacher's growth plan that includes a description of the type of learning and support to be provided to improve effectiveness. T.E.A.C.H. stands for: Technology Integration, Engaged Learning, Academic Performance, Creative Innovations, and Higher Order Thinking

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Schedule #14—Management Plan

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Instructional Technology Lead Teacher	Certified teacher with over 5 years experience in a classroom. Ranks in the school's top quintile for academic performance. Experience in a sustained leadership position with the district and demonstrated proficiency in technology integration. Mentorship experience preferred.
2.	Instructional Technology Specialists	Certified teacher with at least 3 years successful experience in the classroom with demonstrated mastery in technology and a successful record in student academic performance.
3.	Grant Development Specialist	Bachelor degree or higher with a concentration of Education or Business. At least three years grant writing and management experience preferred. Ability to meet deadlines and coordinate multiple programs and services district-wide.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Mentoring /Coaching	1. New Teachers are assigned a Mentor	09/01/2014	01/31/2106
		2. New Teachers and Mentors Meet Weekly	09/01/2014	05/31/2016
		3. New Teachers visit Demonstration Classroom	09/15/2014	05/31/2016
		4. ITLT Provides Mentoring related to Technology	09/01/2014	05/31/2016
		5. ITLT Demonstrates Effective use of Technology	09/01/2014	05/31/2016
2.	Professional Development (PD)	1. ITLT Receives PD on Effective Mentoring/Coaching	06/01/2014	08/31/2014
		2. ITLT Provides Pedagogy related PD	08/04/2014	06/30/2016
		3. ITLT Provides PD on Standards Based Instruction	08/04/2014	06/30/2016
		4. ITLT Provides PD on Technology Integration	08/04/2014	06/30/2016
		5. PD: Effective Teaching in a Digital Environ. By ITLT	08/04/2014	06/30/2016
3.	Collaboration	1. ITLT Co-teaches in Assigned Classrooms (1/2 day)	08/04/2014	06/30/2016
		2. ITLT Assists Teachers from Feeder School	08/04/2014	06/30/2016
		3. ITLT Assists Teachers with Lesson Planning	08/04/2014	06/30/2016
		4. ITLT Works with Teachers to Develop Growth Plans	08/04/2014	06/30/2016
		5. ITLT Collab. w/ Principal to Improve Teacher Effect.	08/04/2014	06/30/2016
4.	Career Pathways	1. District Provides Opportunities for Mentorship Roles	08/04/2014	06/30/2016
		2. District Provides Opportunities to Write Dist. Curr.	08/04/2014	06/30/2016
		3. Opportunities for Peer-to-Peer Teaching Available	08/04/2014	06/30/2016
		4. Teachers Create Demonstration Classrooms	08/04/2014	06/30/2016
		5. Teachers Present at District-Level Conferences	08/04/2014	06/30/2016
5.	Evaluation	1. ITLT uses ½ day's Time to Perform Observations	08/04/2014	06/30/2016
		2. ITLT Develops Professional Growth Plans	08/04/2014	06/30/2016
		3. ITLT Assists Principal with Observation Reports	08/04/2014	06/30/2016
		4. ITLT Provides Assistance per Observation Results	08/04/2014	06/30/2016
		5. ITLT Follows Up On Status of Growth Plans	08/04/2014	06/30/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

State and local assessments provide the foundation for student data, which in turn, guides decision-making at every level. Of critical importance to the attainment of district goals is implementation with fidelity. Edinburg CISD has a very comprehensive system in place that includes ongoing communication and data analysis. Teachers are informed at regular faculty meeting of the goals and objectives of district initiatives. Key administrators work with district level administrators to ensure that teachers have the resources and supports necessary for goal attainment. District leaders clearly define the achievement and performance goals for the program and its participants and are continuously evaluating effectiveness by tracking progress toward program goals, and monitoring and supporting teaching and learning. All decisions are made through the use of comprehensive data analysis.

Before the start of the school year, campus leaders participate in a 4-day leadership academy. During the school year, district and campus level administrators meet after each grading period and after benchmark testing to evaluate student performance data and measure teacher effectiveness. The teams create a plan of action for providing critical resources and individualized assistance where needed. Administrative personnel conduct regular onsite visits focusing on the lowest quartile of schools in need of improvement. Follow-up and re-examination of program results help to produce the desired academic outcome. Ongoing monitoring is a practice followed at all levels of the organization and for all programs and services. All campus and district leaders have extensive training and experience in data disaggregation and analysis which allows them to identify the areas requiring further review and possible program adjustment. While many of the communications take place through district email, Edinburg CISD maintains the practice of weekly campus and department face-to-face meetings. The regular meetings between administrators and with teachers provide opportunities for staff input and discussion on how to effectively address problems and concerns. In all matters of the district, inclusion, communication, transparency, and collaboration are the keys to attaining the established goals and objectives of every Edinburg CISD program and service.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edinburg CISD currently follows state guidelines for some of the components included in the EEIP grant program, specifically, teacher evaluation via PDAS, pedagogy, induction and mentorships. As a large district, experiencing constant change due to increased student enrollment, school rezoning, teacher inter-district transfers, new programs and services, and academic gaps in student performance between schools, we have to continuously be ready to make adjustments.

Edinburg CISD is not only committed to sustaining its current programs, but is ready to increase opportunities for teachers to take on more leadership roles. The ITLT, who will a trained mentor will help Edinburg CISD coordinate efforts to maximize effectiveness of grant funds. They will provide hands-on support to new and beginning teachers as well as struggling teachers who are challenged with integrating technology in the classroom.

Ongoing teacher support is the focus of the district's EEIP. As the liaison between teachers and administrators, the ITLT will provide daily support and collaborate with teachers to improve their effectiveness. For teachers in the lower quartile of the school's academic performance, the ITLT will collaborate with the teacher (mentee) to develop a professional growth plan that includes milestones and targets for completion and progress measurement.

The ITLT will ensure that project participants remain committed to the project's success because their workday will include a of ½ day work schedule to allow time for ITLT to focus on the management of the program activities, that include mentorship, professional development, classroom observations, and preparing teachers to qualify for leadership roles.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Mentoring /Coaching Agendas, Minutes, and Sign-in Sheets, Survey	1.	Mentors/Coaches met with Mentee at least 90% of the time
		2.	ITLT met with Mentor/Coaches at least twice per semester
		3.	At least 95% of participants surveyed Agree on Program's effectiveness
2.	Professional Development (PD) Agendas, Participant Sign-Sheet	1.	ITLT receives PD on Effective Mentorship and Observations/Evaluation
		2.	ITLT provides PD for improved Pedagogy and Performance
		3.	At least 90% of Teachers Improve Effectiveness w/ Technology Integration
3.	Collaboration Professional Growth Plan, Teacher Survey	1.	ITLT Developed Professional Growth Plan collaboratively w/ target Teacher
		2.	ITLT Collaborated with Target Teacher on Lesson Planning and Instruction
		3.	Mentee Observed at least 3 Demonstration Classrooms during school year.
4.	Career Pathways: Number of Teacher Leaders, Payroll Budget	1.	10% of Teachers In current leadership roles are hired as ITLT
		2.	At least 30% of mentored teachers qualify to take on a Leadership Role
		3.	50% Increase In Pool of Teacher Presenters for Innovate@ecisd Conf.
5.	Evaluation: Meeting Schedule/Log, Rubric System, Teacher Survey	1.	ITLT Observes Mentee Teacher at least once every three weeks for 15 min.
		2.	Teacher's T.E.A.C.H. rubric shows a 5 point gain or higher at year end.
		3.	At least 90% of teachers are retained for another school year.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Grant Development Specialist maintains open communication with campus based leaders concerning timelines of proposed activities, data collection, and program reports. All key level staff follows district and campus procedures for program documentation that generally includes agendas, minutes, and participant sign-in sheets. The district keeps track of the number of participants served, student-level academic data, achievement results and attendance in all of its programs and services. The district generally solicits feedback from participants during conversations, face-to-face meetings, evaluations, or surveys and takes action for program improvement as appropriate. Schools maintain systems that facilitate evaluation and analysis of district programs and services. Most data reviews are conducted on a regular schedule (e.g. every six weeks) or more often if needs dictate. While most data reports are generated online, documentation on management is generally a manual function (i.e. meetings and technical assistance). With the ITLTs assistance, we anticipate an increased number of teachers and administrators will maintain a record of major activities on their portable e-devices resulting in more effective decision making.

Following is the data collection process as it pertains to the EEIP: Using the T.E.A.C.H. and Professional Growth Plans as the measurement instruments to document progress on educator effectiveness, the ITLT will analyze the data and develop a summary report for each campus. Comparing the results from each school group, the ITLT will design the following month's activities focusing on the teachers and schools that are below target (50%). A summary report with the school's corrective action plan will be filed with each principal after a face-to-face meeting. At the end of each quarter, a summary copy of the report with a corrective action plan will be filed with the grant development specialist who in turn will discuss finding with the respective directors and supervisors. The process will be repeated at the end of each six week semester, culminating in an end-of-year program report.

The EEIP will present no new hardships to Edinburg CISD because we have the systems and processes in place for data collection, data disaggregation, data review and analysis. The process facilitates identification of problem areas for immediate corrective action. As described above, the roles and responsibilities of the ITLT will include periodic reviews for problem correction, quarterly reports to the supervisor and Grant Development Specialist, and an end-of-year compilation report to measure program effectiveness. The ITLT will have an additional 20 days in the contract to plan and implement program improvement measures; including professional development for personal growth, new teacher mentorship, and targeted assistance for teacher mentees who do not meet their target performance goal.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Edinburg CISD is continuously focused on the individual needs of its educators, understanding that each experienced group varies in the level of support and type of support they need to continue to be effective. Learning objectives for new and beginning teachers focus on mentors preparing new teachers to succeed with the campus' population. Principals ensure adequate time is available for providing comprehensive training, mentorship and professional collaboration opportunities. Beginning teachers with zero years experience or new to the district are assigned a mentor for at least three years to ensure they receive ongoing, sustained support to grow and learn to become a highly effective educator. The components of the induction system include: (a) the beginning teacher, (b) mentor (c) Lead mentor/coach, and (d) campus administrator. Before the start of each school year, new and beginning teachers participate in a 5-day New Teacher Induction Academy. They are introduced to their support staff that includes mentors, administrators, and principals and receive information on each the district's operations, policies, and procedures. They are also exposed to each of the district's programs, services, and opportunities available for professional growth. New and beginning teachers meet with their assigned mentor to establish their working relationship that includes the development of a collaborative professional growth plan and release time to work on the areas that need the most improvement. To the extent practicable, mentors are assigned a new/beginning teacher from the same school, subject and grade level. New and beginning teachers have ample opportunities to attend professional development that is either targeted and required, or left to their discretion to attend.

The district's induction and mentorship program, I.N.S.P.I.R.E., (Induct, Nurture, Support, Prepare, Inspire, Retain, and Educate) is based on best practice strategies according to Ginger Tucker's "The Heart of Teaching." To be considered for a mentorship position, prospective mentors must have received foundational training for highly effective mentors. Lead mentors at each campus have oversight authority of the new and beginning teacher induction program as well as the mentorship program. Lead mentors are the primary contact for the I.N.S.P.I.R.E. program and will work in collaboration with the ITLT to ensure program activities and timelines for teacher mentees are met. The ITLT will focus part of the day on mentoring teachers who are not meeting expectations for technology proficiency and/or are not integrating technology in the classroom effectively.

Prospective mentors must have at least three complete years of teaching experience and 80% of students meet state standards on the STAAR/STAAR-EOC assessment on one or more subjects taught. Prospective mentors must be recommended by the campus principal who is required to approve release time as needed for improving educator effectiveness (i.e. classroom observation, one-to-one professional learning session). The district's staff development supervisor manages the induction and mentoring program assuring the conditions and requirements of the I.N.S.P.I.R.E. are met. The staff development supervisor issues approved compensation amounts to mentors and lead mentors after satisfactory completion of their roles and responsibilities is completed and documented evidence is presented (twice a year). Said documentation consists of weekly mentor/mentee logs, at least four teacher observations, and a satisfactory rate of attendance (better than 75%) at special called meetings and professional learning sessions.

The ITLTs will ensure that the I.N.S.P.I.R.E. program is working as planned for the schools in their assigned leadership circle (4-5 schools each). The ITLTs will be assigned a ½ day schedule for co-teaching and ½ day schedule to conduct leadership activities that include the day to day operations of the EEIP. Edinburg C.I.S.D. needs grant funds to hire district teachers who are ready to take on the new ITLT positions full time, which in turn opens the opportunity for teachers who are ready to take on the leadership positions being vacated. Through this process we are building capacity, because as positions become available, the district will have an adequate number of teachers already qualified to take on new roles. The district ensures teachers remain at Edinburg C.I.S.D. by continuing to provide a varied number of career pathways that satisfy teacher interests, and assure teachers on given a competitive salary or stipend that is commensurate with the additional role and responsibilities. Without the ITLTs, the district is not able to enhance its teacher leader programs because it cannot risk pulling out existing teachers from their classrooms for any part of the day. With the opportunity to hire 15 ITLTs to manage the program district wide, an increased number of educators will be prepared to take on new leadership roles that focus on "highly effective teaching in a digital learning environment," which ultimately results in improved academic performance with students having 21st century competencies and skills to succeed in life, college, and career.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Edinburg C.I.S.D. believes that key leaders must prioritize teacher and student needs above all else. As such, the district has a very stringent process in place for performing both formal and informal observations. At the district level, the superintendent has an open directive to content area specialists, supervisors, and directors to not be in their office during school hours, preferring them to be at schools providing support to teachers and principals. From September to November of each school year, the district level teams, include the special populations departments perform classroom observations of every content area classroom. The team is split so that every classroom is visited. The schedule is designed for two campus visits per day, with schools visited in order of priority, that is, the elementary schools ranked in the lowest quartile are visited first. Schools with new administrative leaders are given second priority. All other elementary schools are visited in remaining rank order, with the geographic location of each campus taken into consideration. The district teams use a locally developed walk-thru form to document their observations. It does not have a rubric because it is meant to be used for constructive improvement and not for evaluation. After the visits are completed the teams convene to meet with the principal where designated team members present a summary of their observations. Collaboratively the team and principal design a plan for improvement which usually includes recommendations for more effective use of the schools highly effective teachers. The process is repeated after data analysis of district benchmark results occurring at the end of the first semester and after the 4th six weeks benchmarks.

Campus principals also have an open directive from the superintendent to conduct at least 25 classroom observations per week. The principals have discretion on the approach and in deciding which domain to focus on each day. Most times, the campus principal informs teachers in advance of the visit and always provides timely feedback, leaving the process open for teachers to respond to the findings. After repeated visits with poor observation results, the campus principal meets individually with the teacher to develop a professional growth plan. Historically, principals avoid placing teachers on "notice" and giving them a bad evaluation, but in last two years, the superintendent has expressed the need to set high expectations for all teachers and is making principals accountable for their hiring and retention practices. To the extent practicable, the district makes every effort to offer the types of support teachers in need of improvement desire. We anticipate that participation in this grant program will provide the opportunities for improved student performance resulting from improved educator effectiveness. Campus walk-through forms include the domains from the PDAS instrument, Bloom's Taxonomy, Learning Arrangement, Instructional Process, and High-Yield Instructional Strategies (Marzano).

ITLT will perform at least two "learning walks" each day and keep a record of each the classroom visited, including a summary paragraph of what was learned. The learning walks help the ITLT with gauging the level of teacher preparedness in Pedagogy, Standards-based Instruction, Content knowledge, and Technology Integration. The ITLT will create and follow a T.E.A.C.H. (Technology Integration, Engaged Learning, Academic Performance, Creative Innovations, and Higher Order Thinking) rubric system to use for tracking progress and measuring improvements in teacher effectiveness. The results of the ITLTs observation will help in designing the professional learning needs as well as identify the teachers that will need ongoing, sustained support in the form of mentoring, coaching, co-teaching, and professional growth opportunities. Effectiveness of the ITLTs performance will be measured by the number of teachers who demonstrate a 5 point gain or higher. To improve the reliability and integrity of the observation results, at least two times per semester, the teachers visited by the ITLT will also use the T.E.A.C.H. rubric to measure their effectiveness.

As participants of the EEIP, the ITLTs will help to increase the number of observations that have a greater focus on how technology is being used in the classroom. The ITLTs will become a critical resource for principals because they will be assisting with observations and be focused on multiple performance measuring that include student growth and teacher self-assessment. Their role is a critical component to the district's success as we are transitioning into an online learning environment and need to ensure 100% of teachers are on board and ready for the digital convergence (to be completed within the next three years). The ITLTs will be at the forefront of the transition and the primary support for teachers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

District leaders at Edinburg C.I.S.D. strive to create a collegiate culture where every school, every teacher, and every student achieves academic success through continuous improvement of teaching and learning. Edinburg C.I.S.D. reviews academic performance and identifies student needs periodically and collaboratively with campus leaders. They make strategic decisions that are based on timely and relevant data. At the campus level, teachers and campus leaders assess progress through daily observation and ongoing assessments. They review, analyze, and evaluate quantitative data that is generated from progress monitoring programs and when necessary, take immediate corrective action. Other campus-level methodologies used to track and monitor student progress include weekly classroom visits, modeling, coaching, departmental meetings, and grade-level meetings. Teacher collaboration, peer teaching, and mentorships also play a very critical role in ensuring academic excellence.

A limited number of campus administrators are trained to perform formal evaluations (PDAS) at their campus.. Principals use the results of the PDAS evaluation combined with the documentation and progress reports on teacher performance to decide if a teacher's contract should be renewed. If the likelihood of teachers to return the following school year is unlikely, either through a voluntary or involuntary decision, the principal encourages teachers to inform the district as soon as possible. The district makes every effort to recruit the most highly qualified teachers into the position before the new school year. Some of the domains included in the PDAS instrument are: (1) Student Participation, (2) Learner Centered Instruction, (3) Evaluation and Feedback, (4) Management, (5) Professional Communication, (6) Professional Development, and (7) Compliance with Policies. Each domain includes a rubric system to rate the level of teacher performance.

The PDAS evaluation is a yearlong process that begins with an orientation at the start of the school year and ends early May. Included within this time period are teacher self reports (3-parts), formal observations, teacher summative reports, summative conference with teachers, filing of documentation with human resources department, and 5-year waiver requests from teachers rated proficient. District board policy prohibits principals from conducting observations around scheduled holidays, during semester exams, and state-mandated assessments.

Edinburg C.I.S.D. is continuing to invest millions of dollars in technology hardware, software, and online instructional resources. Instruction is moving into an online platform that is being spearheaded by TEAs Vision 2020 Proclamation. Additionally, with the recent passage of HB5 and the STEM endorsement it has become more critical than ever that all educators demonstrate high levels of effectiveness in every domain evaluated. It is no longer acceptable for teachers to get by with partial effectiveness. We must put in place all the supports that will work conjointly to produce a teacher that is highly qualified in: Pedagogy, Standards, Curriculum, Instruction, Management, Technology and all other components that comprise a comprehensive and holistic educational system. Edinburg C.I.S.D.'s EEIP is designed to do meet the challenge and is committed to making it happen.

Edinburg C.I.S.D. is most in need of improvement in the observation instruments that support formal evaluation. We are hiring ITLTs that have the required credentials to train to be a PDAS appraiser to assist principals with interim teacher evaluations. Additionally, we need ITLTs to perform a more thorough needs assessment to ensure all teacher observation forms are based on a rubric system and that all provide opportunities for teachers to provide feedback. Further the ITLT will assist principals with devising improved observation and evaluation forms to improve the objectivity of the findings. Educator effectiveness will improve if teachers have an opportunity to build a collaborative relationship with the ITLT, knowing that the ITLT is working alongside them, encouraging, and promoting their success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Edinburg C.I.S.D. seeks to hire 15 Instructional Technology Lead Teachers to allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. We also need one district level Technology Coach to coordinate all grant activities that include the induction, mentorship, and professional components district-wide. The site-based ITLTs are being assigned to a classroom to co-teach for ½ a day and for the remaining ½ of the day will implement the EEIP program activities. Said activities include: mentoring, coaching, conducting observations and developing professional growth plans with teachers, for teachers. The 15 ITLTs will form site-based leadership teams who will be the collaborative group assigned to manage the daily EEIP activities. Following is the district's plan for ensuring that all teachers have an ITLT assigned to their campus to receive EEIP benefits:

Seven ITLTs will each have 4 schools but the assigned school co-teaching ½ of the school day is based on school performance. Schools in the lowest quartile of academic performance are considered first priority. The three most rural elementary schools will share 1 ITLT. A total of 8 ITLT's are being assigned to provide coaching support to 31 elementary schools. The district has six middle schools and is assigning 1 ITLT for every two (3 total). At the high school level, four high schools will each have their own ITLT. The ITLTs, literacy coaches, instructional technology contacts, and lead mentors will form the campus-based leadership circle and will meet at least once a month to discuss the progress of their programs through an analytic review of objective data. The group will discuss and collaborate on the type and timeline for implementing strategies for program improvement.

The ½ day work accommodations will allow time for the ITLTs to visit the assigned campus at least two times per week. The time not used discussing and sharing pedagogical strategies will be used on planning and implementing professional growth opportunities for teachers and schools. The technology instructional specialists and lead mentor will serve as members of the leadership circle and act as liaisons for the feeder schools.

Additional accommodations that will facilitate collaboration among schools is video conferencing equipment. All schools recently received a VBrick system that will allow for recording a teacher's instructional practices in a live classroom while he/she is observed off site. Increased use of this technology in this manner will no doubt build teacher capacity because more teachers will be able to view demonstration classrooms from the comfort of their school eliminating the need to have time for travel. The ITLT will facilitate the process by identifying and setting up the supports to create demonstration classrooms and will schedule a regular viewing schedule for teachers to tune in at their convenience, or as, stipulated in a teacher's professional growth plan.

The ITLT will hold at least three data analysis meeting per year with the site based leadership circle. At these meetings, members of the school leadership circle will evaluate campus performance and teachers performing below standards will be selected for targeted assistance. They will work collaboratively, to devise a plan that will ensure teacher success for all teachers from the participating feeder schools. To protect teacher privacy, the site-based leadership circles will ensure that confidentiality is maintained when required and appropriate.

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Schedule #16—Responses to Statutory Requirements (Cont'd)

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Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

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Seven ITLTs will each have 4 schools where the ITLT will be assigned to co-teach for ½ of the school day. Schools in the lowest quartile of academic performance are considered first priority. The three most rural elementary schools will share 1 ITLT. A total of 8 ITLT's are being assigned to provide coaching support to 31 elementary schools. The district has six middle schools and is assigning 1 ITLT for every two (3 total). At the high school level, four high schools will each have their own ITLT. The ITLTs, literacy coaches, instructional technology contacts, and lead mentors will form the campus-based leadership circle and will meet at least once a month to discuss the progress of their programs through an analytic review of objective data. The group will discuss and collaborate on the type and timeline for implementing strategies for program improvement.

The ½ day work accommodations will allow time for the ITLTs to visit the assigned campus at least two times per week. The time not used discussing and sharing pedagogical strategies will be used on planning and implementing professional growth opportunities for teachers and schools. The technology instructional specialists will collaborate at least monthly with one campus teacher leader, such as a mentor, lead mentor or coach to manage and coordinate program activities. The 5-member team will represent the leadership circle convening as a professional learning community and acting as liaisons of their home campus.

Additional accommodations that will facilitate collaboration among schools is video conferencing equipment. All schools recently received a VBrick system that will allow for recording a teacher's instructional practices in a live classroom while he/she is observed off site. Increased use of this technology in this manner will no doubt build teacher capacity because more teachers will be able to view demonstration classrooms from the comfort of their school eliminating the need to have time for travel. The ITLT will facilitate the process by identifying and setting up the supports to create demonstration classrooms and will schedule a regular viewing schedule for teachers to tune in at their convenience, or as, stipulated in a teacher's professional growth plan.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

District teachers are given the discretion to participate in various types of professional development, and in various formats, however, teachers "in need of assistance" are guided by a mentor or coach who individualizes their learning. The principals allow time for mentor/coaches to collaborate with teachers regularly. The blended learning approach ensures that all teachers have what they need, when they need it. Many of the district schools design professional development to improve their areas of need promoting teacher participation in campus-based book studies, collaborative learning, and/or live or recorded webinars. They encourage highly effective teachers to lead the initiative and activities.

Professional development offered through the district aligns to teacher requests received through surveys and evaluations. Further, professional development is designed to address the areas in need of improvement as measured through SWOT process and data disaggregation and analysis. State-mandated trainings for district-led initiatives are held during the school day while discretionary professional development generally occurs after the school day, on Saturdays, and summer. Edinburg C.I.S.D. follows a Trainer of Trainers model to ensure all teachers receive required information, curriculum, instructional strategies, and the related technology skills for effective implementation. Following are some of the most common professional development offerings:

Pedagogy, Standards-Based Curriculum and Instruction, District Initiatives:

- (1) Principals receive an overview on the professional development and its purpose at weekly meetings
- (2) District administrators ask principals to select the most appropriate teacher and/or administrator to attend session
- (3) Assigned teacher/administrator attends a 3-6 hour session and receives relevant materials and supplies
- (4) Principals and teachers coordinate with district-level staff to conduct on-site campus training
- (5) District level staff provides relevant supplies, materials, or log-in information as necessary to facilitate teacher implementation
- (6) District level staff works with campus staff to resolve any issues or conflicts resulting from new implementation
- (7) District level staff conducts follow-up visits and tracks progress and success of implementation, offering additional support, as needed or requested.
- (8) All teachers receiving technology equipment go through an orientation and must demonstrate proficiency in its use before equipment is assigned. *The challenge is in ensuring they use the equipment to the fullest capacity.*

Continuing Education / Certification Requirements:

- (1) Department Supervisors and Specialists from the Curriculum and Instruction division coordinate professional learning sessions designed to address district needs. *Needs are identified through analysis of objective data, teacher feedback.*
- (2) Professional Development offerings are posted in an online portal "Eduphoria"
- (3) Teachers register to attend courses for their level of skill, knowledge, and interest
- (4) Teachers attend session and thereafter are requested to complete a course evaluation.
- (5) The Staff Development Department Supervisor posts attendance after review and confirmation of completion
- (6) The "Eduphoria" systems keeps a record of the hours earned for each session attended
- (7) Teachers can generate a transcript for the professional development hours earned
- (8) Specialists and Directors from Special Populations division make professional learning opportunities available for teachers whose position required them to maintain their specialized certification. Sessions are held in-district, as well as paid to external providers.

Discretionary

- (1) In the spring of each year department supervisors and specialists begin planning professional development for the summer months.
- (2) The district solicits teachers to conduct the trainings offering a competitive stipend for every 6-hour session
- (3) Staff from the Instructional Technology Department offers the latest in technology and iPad apps
- (4) Through its Instructional Technology Department, the district sponsors a 4-day innovate@ecisd.us conference that is attended by over 1,000 educators
- (5) Due to its success, the [Innovate@ecisd.us](http://innovate@ecisd.us) now includes a Mini Fall Conference and a Mini Spring Conference.

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

All teachers in leadership roles focused on improving students' performance and teachers' pedagogical growth are compensated for the extra time and work produced. Compensation amounts vary from \$75.00 per day to \$28.00 per hour. Teachers hired with Masters degrees increase their salary by \$1,000.00 while mentors are only paid \$350. The district is considering offering incentives for hard to teach areas that include, Bilingual, Special Education, High School Math & Science. The rate of pay for the type of work performed is determined by the payroll office after consultation with the persons who are hiring the teachers in the respective positions. In general, the district provides the opportunities, and the principals make recommendations on the teachers that should be considered for hire. The department supervisor who funds the leadership position sets the credentials required and their expectations for the prospective hire.

The recruitment process benefits the district in two ways. Whereas, leadership capacity allows the district to reach intended targets more quickly and effectively, competitive compensation serves to recruit and retain effective teachers in meaningful leader positions that support campus collaboration and pedagogical improvement. The overall purpose being, improving student learning and academic performance. The following are some of the leadership opportunities available to the district's most effective teachers. However, the teachers that generally hold these positions are ready to be deployed to schools to support campus collaboration and pedagogical improvement in a more visible and involved style. This leaves their summer positions open for a new group of teachers to share in the experience. The system is ever evolving and changing, but as long as we continue to implement these incentives, the district's teacher turnover rate will remain low. Following is a brief description of the district initiatives supported by teacher leaders exclusive of campus-based teaching and learning activities:

Curriculum Writing Project: In the month of May, District leaders open positions which are filled through teacher applications. Over 200 teachers convene to develop or revise the district curriculum for use in the following school year. The project, which includes six week assessments take almost 100 hours to complete. The teams of teachers represent all grades and content areas; including teachers in the special populations (ELL and Special Ed.). Their work includes supplementary resources and links that support the lesson objectives. This project pays \$28/ hour and cost the district over \$340,000 in teacher compensation and related operating costs.

Teachers Training Teachers: Campus observations provide opportunities for identifying effective teachers who implement innovative strategies into instruction. District leaders seek to recruit these teachers to become presenters at professional development offerings, which mostly take place in the summer. District teachers are paid \$500 per 6-hour training and cost the district almost \$93,000 for 185 sessions held.

Innovate@ecisd: This initiative is a technology-based conference created to showcase what is happening in the classrooms with teachers who are innovative and technology savvy. Teacher presenters offer sessions and demonstrate how the various apps and online resources help them be effective. The conference is a 4-day event held in early August. A majority of the sessions are repeated to allow educators to attend multiple days and to accommodate teachers with conflicts in their schedule. Over 1,000 educators attend the conference in the summer that cost the district about \$82,000 in teacher compensation. Due to its success, teachers requested that sessions be offered during the school year, which the district has accommodated with the Fall and Spring Mini-conferences.

Teachers as Mentors / Lead Mentors: As described previously, the induction and mentoring program, INSPIRE is an additional career pathway that we make available to teachers who meet the criteria. Unfortunately, the recent financial crisis caused the district to reduce their compensation from \$1,000.00 per teacher to \$350.00. With the assistance of EEIP funds, we seek to bring the program back to a high level of effectiveness.

Instructional Technology Lead Teacher (Coach): The district is opening this full-time position and allocating grant funds to prepare teachers to become instructional/technology coaches and facilitate leadership team meetings designed to promote and implement proven strategies in the classroom. These teachers will provide formative feedback to educators on a weekly basis and lead the implementation of strategies designed for improved academic performance. Compensation for the position is based on a teacher salary, plus 20 days.

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Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Edinburg C.I.S.D. has an open transfer period where teachers can decide to remain at their campus the following school year, or make a transfer request to another school. Receiving principals interview the teacher and if hired inform the principal from the home campus so that he/she can begin recruiting promising candidates. At the close of this process, principals with vacancies begin a recruiting campaign to have the best chance of hiring highly qualified teachers from other districts, or in hiring high achieving college graduates. To the extent practicable principals begin recruiting candidates in the second semester, and immediately after a teacher formally files a resignation letter. During the open transfer period, the Human Resources Department updates its online portal daily so that teachers and principals are informed of the available positions. Applicants from within and outside the district complete a job application online through district website. The Human Resources Department screens applicants and, as appropriate, gives principals online access to applicant files to facilitate the hiring process for campus vacancies.

Edinburg CISD conducts job fairs and participates in those offered by the Region Service Center and the University of Texas Pan-American. At the job fair, principals are allowed to hold interviews with candidates who have the required application documents and hold the required credentials for the position they seek. The student's academic record is used to measure if the candidate has the potential to become an effective educator. In addition to online posting of positions and participation in job fairs, Edinburg C.I.S.D posts vacancies in local and regional newspapers, and professional educational publications.

Edinburg C.I.S.D. ensures that its compensation plan, that includes salaries, fringe benefits, and incentives remain competitive from year to year. We are one of the few districts in the Region who did not contemplate a reduction in force when the state and federal government was in financial crisis. The following provides information about our teachers, their experience, and how our salaries are comparable to the state's average. The figure excludes extra pay for teacher leader positions

	Teacher Profile				State Comparison		Difference
	Total 2012- 13	Degrees Held	Years Experience (#)	% of Teachers	Salaries	% of Teachers	Salaries
# of Teachers	2,193.5						
No Degree		19		0.9%		0.9%	0.0%
Bachelors		1777.3		81.0%		75.4%	-5.6%
Masters		394.2		18.0%		23.1%	5.1%
Doctorate		3		0.1%		0.6%	0.5%
Beginning			105.3	4.8%	42,676	7.0%	41,878
1-5 Years			482.2	22.0%	44,047	26.1%	44,354
6-10 Years			542.2	24.7%	46,430	22.7%	46,784
11-20 Years			659.4	30.1%	53,181	26.9%	50,587
Over 20 Years			404.4	18.4%	59,796	17.3%	58,291
Average			13.0			11.5%	
with District			10.1			8	
Turnover Rate				7.6			

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Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Each of the activities described above are the main career pathways the district provides for advancement of classroom teachers. By participating in the **Curriculum Writing Project** teachers demonstrate pedagogical knowledge and their ability to direct collaborative activities. Teachers who write the district curriculum are asked to present their work to a cluster of schools before the start of the school year, during in-service days. They coach them through the navigation steps to access the online curriculum explaining the structure and content of the lesson plans. Except for the teacher's own creativity and "tweaks" to make it their own, the curriculum for the year is basically already developed. The process has helped principals and district leaders with evaluating teacher effectiveness during observation.

Campus observations provide opportunities for identifying effective teachers who implement innovative strategies into instruction. District leaders seek to recruit these teachers to become presenters at professional development offerings, which mostly take place in the summer. Teachers who agree to participate in **Teachers Training Teachers and Innovate@ecisd Conference** develop leadership skills as they gain experience with mentoring and coaching teachers through programs that are out of their comfort zone. It is common practice for teachers, at the beginning, to collaborate and co-present sessions with a colleague until they become comfortable on their own. Campus principals also reach out to these teachers to provide pedagogical professional development for campus faculty.

The ultimate goal of the EEIP is to increase the number of teachers qualifying to become **Mentors, Lead Mentors, or Instructional Coaches**. We intend to accomplish that goal with the hiring of the **Instructional Technology Lead Teacher (Coach)**. The district is opening this full-time position and allocating grant funds for the ITLT to focus on the needs of teachers in the assigned campus. We are planning to group two high performing schools and two lower performing school within the set of feeder campuses so that teachers have time to collaborate and learn from each other. We seek to identify why gaps exist between schools if the demographic population is similar district-wide. The ITLT's role will be to evaluate the school culture and learning environment and begin to address the actual cause of the problem, instead of what is perceived to be the problem.

As shown from the table below, 45.2% of district teachers are at the lower (beginning to 5 years) and highest quintile (over 20 years). This means that 992 teachers need some type of leadership support (pedagogy and/or technology) while 55% may already be prepared to take on new leadership roles. These numbers show that Edinburg C.I.S.D. has the demand for the positions, but teachers are blocked in because we don't have the financial means to move them into the new levels of leadership.

	Total 2012-13	Degrees Held	Years Experience (#)	% of Teachers
# of Teachers	2,193.5			
No Degree		19		0.9%
Bachelors		1777.3		81.0%
Masters		394.2		18.0%
Doctorate		3		0.1%
Beginning			105.3	4.8%
1-5 Years			482.2	22.0%
6-10 Years			542.2	24.7%
11-20 Years			659.4	30.1%
Over 20 Years			404.4	18.4%
Average			13.0	
with District			10.1	
Turnover Rate				7.6

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edinburg C.I.S.D. is not seeking a waiver.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Edinburg C.I.S.D. is not seeking a waiver.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edinburg C.I.S.D. is not seeking a waiver.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edinburg C.I.S.D. is not seeking a waiver.

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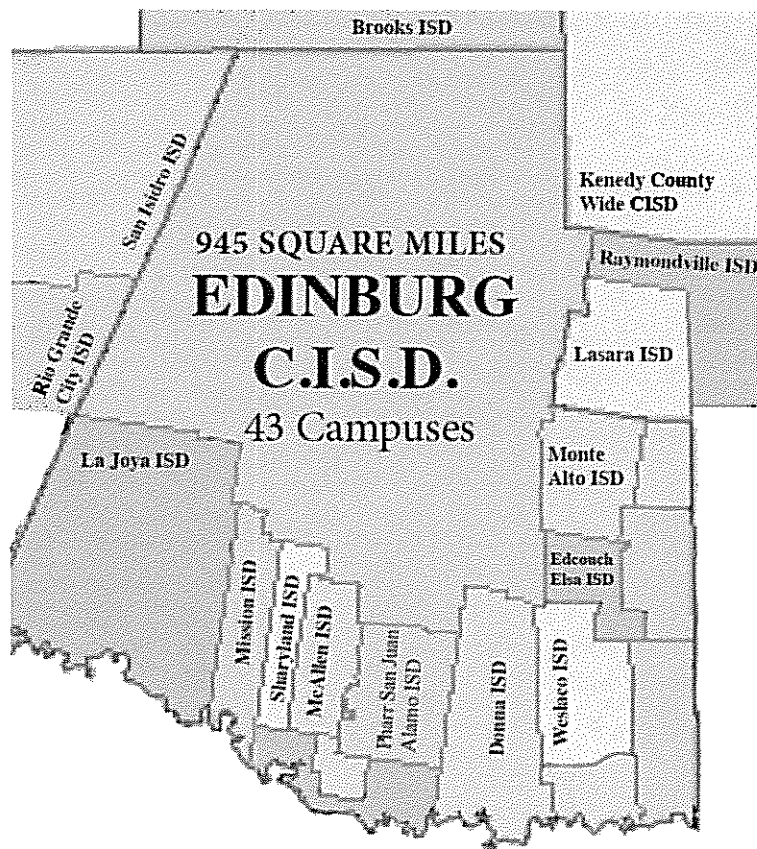
Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108904

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over 90% of grant funds is allocated towards hiring the Instructional Technology Lead Teacher (Coach). Although the district and staff fully support the plan, it does not have the financial capacity to hire the 15 new staff members that are needed to carry this innovative program. All components, except for the staff and their professional development, are in place (e.g. technology hardware, software, infrastructure, and instructional resources) for Edinburg CISD to be able to accomplish EEIP goals. Further, the educational system and technology are evolving at a very fast pace that cause a challenge to Edinburg C.I.S.D. because our schools are spread over 945 square miles with teachers in schools that are located 30 minutes from central administration. It is important that we have the ability to form long standing leadership teams in small groups of schools to ensure efficiency and effectiveness in program implementation. The map below demonstrates the geographic challenges that the district faces every day:

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108904

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Component	Activity	Timeline
Hiring	Hire 15 Instructional Technology Lead Teacher	May 1, 2014
Career Pathways	Teachers are hired to provide Profession Development	May 31, 2014
Career Pathways	Teachers are hired to align District Curriculum w/ Standards	May 31, 2014
Professional Development	ITLTs receive Mentor/Coaching Training	June 30, 2014
Career Pathways/ PD	ITLTs and Teachers present at Innovate@ecisd Conference	August 4-7, 2014
Recruit and Hire	Principals Fill Remaining Campus Vacancies	August 11, 2014
Induction/Mentoring	New Teachers attend 5-day Academy	August 11, 2014
Mentorship	Mentors begin working with New Teachers	August 15, 2014
Career Pathways	Curriculum Writers Present District Curriculum & Resources	August 21, 2014
Professional Development	ITLT Presents Model Lessons with Technology	August 21, 2014
Coaching	ITLT as co-teacher demonstrates Effective Teaching	August 25, 2014
EEIP	ITLT finalizes EEIP Plan for Teacher/Principal approval	September 5, 2014
Mentorship /Collaboration	ITLT begin Collaboration and EEIP implementation with team	September 8, 2014
Evaluation	ITLT begins Classroom Observations	September 15, 2014
Compensation	Teachers/Principals receive competitive pay	September 25, 2014
Collaboration	ITLT Meets with Leadership Circle to Set Timelines for Year	October 8, 2014
Professional Development	ITLT begins Professional Development Series	October 15, 2014
Mentorship/Coaching	ITLT, Principal, & Teachers Develop Personal Growth Plan	October 29, 2014
Evaluation	ITLT Follows up with Teachers on Status of Growth Plan	November 21, 2014
EEIP	ITLT and Leadership Circle conduct Data Analysis	December 10, 2014
EEIP	Mentor Support, Collaboration, and Prof. Develop Continue	January – May 2015
Evaluations	Observations, Collaboration, and Evaluation Continue	January – May 2015
Mentorship/Coaching	Professional Development by ITLT Continues	January – June 2015
Career Pathways	New cohort of Teachers Take on Leadership Roles	May 31, 2015
EEIP	Cycle is repeated for Year 2	Jul. 2015 – Jun 2016

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108904

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edinburg CISD teachers are committed to their own learning and desire to have first hand knowledge of the technology devices and programs available for teacher effectiveness. The district superintendent and instruction and information technology department support teachers in their quest for innovative teaching and learning strategies. Instructional technology specialists provide sessions year round and ensure teachers, at all levels of preparation, have an array of webinars or trainings to select from. Teachers and district leaders recognize that staying at the forefront of the ever changing educational environment is key to maintaining academic success.

All of the activities included in the EEIP are addressed in the District and Campus Improvement Plan. Each of the six components is directly aligned to district Goal #5: "Develop and Retain Highly Qualified Staff." The program's outcomes are aligned to district Goal #1: "Excel in Academics and Ensure Equal Access," and Goal #3: "Innovate through Technology." Teachers supported and approved the Plans' content in October 2013, in a formal meeting of the District Site-based Decision making Committee. This committee represents all campus teachers and they have regulating authority and the power to approve or deny district initiatives that affect academics, teachers, and students.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in the EEIP will be district-wide.

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